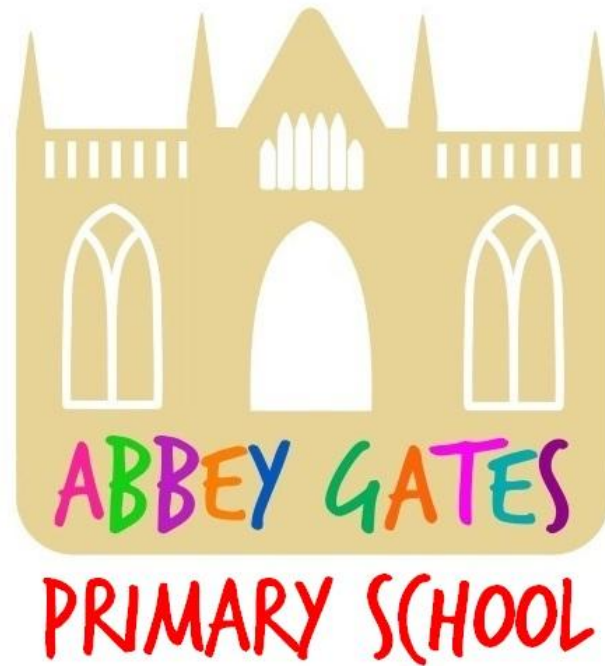


ABBHEY GATES PRIMARY SCHOOL



RSHE Policy Relationships, Sex and Health Education

Last review: Autumn 2026
Next review: Autumn 2027

1. Introduction and Ethos

At Abbey Gates Primary School, our RSHE programme is central to our "Aim High, Be Kind" ethos. We aim to equip pupils with the information, skills, and positive values — including our 5Cs (Care, Compassion, Courtesy, Cooperation, and Confidence) — to lead safe, fulfilling lives and take responsibility for their own well-being.

Our school adopts a "No Outsiders" approach, ensuring that every child feels a sense of belonging and that all aspects of diversity are explored in an inclusive, non-judgemental way. We acknowledge that children have a right to honest, factual information to help them form their own beliefs and values, free from bias.

This policy should be read alongside our Safeguarding and Child Protection Policy and Behaviour Policy, as it forms part of our whole-school approach to promoting pupil wellbeing, positive relationships and our "Aim High, Be Kind" ethos.

In accordance with statutory requirements, this policy was produced by a collaborative working group, which included a representative of the Governing Body, and was shaped by further consultation with parents, staff and pupils. It was formally approved by the Governing Body, who hold overall responsibility for ensuring this policy meets statutory requirements.

2. Statutory Requirements and Parental Rights

This policy reflects the [July 2025 DfE statutory guidance](#) (for implementation from September 2026), which mandates Relationships Education for all primary pupils and Health Education in all maintained schools. The full statutory content is available via the DfE guidance linked above.

- **Relationships Education** focuses on the fundamental building blocks of positive relationships, including families, caring friendships, and staying safe.
- **Health Education** focuses on physical health and mental well-being, including puberty, helping pupils make good decisions about their own health and recognise when things are not right.
- **Sex Education** is not statutory at primary level, but the DfE recommends that primary schools teach it in Years 5 and/or 6 alongside the science curriculum content on conception and birth. Abbey Gates has chosen to follow this recommendation. At Abbey Gates, Sex Education refers specifically to the human reproduction content delivered to Years 5 and 6 by our specialist RSE Consultant in the Summer Term, which goes beyond what is required by the science curriculum.

There is no right for parents to withdraw pupils from Relationships Education or Health Education, including puberty education, which sits within statutory Health Education. Parents do have the right to withdraw their child from the non-statutory Sex Education elements — see Section 8. This right does not extend to the biological aspects of human growth and reproduction covered within the statutory science curriculum, from which there is no right of withdrawal. Any non-statutory content will be communicated to parents in advance of teaching, at which point the opportunity to opt out will be clearly explained.

3. Curriculum Design and Delivery

Our curriculum is informed by meaningful engagement with pupils to ensure it remains relevant and engaging. Statutory RSHE requirements are embedded across the curriculum through the following:

The “Let’s Talk” Curriculum

This curriculum provides children from EYFS to Year 6 with 8 to 12 relevant issues per year to discuss and debate. It is structured around three themes:

- Thinking about themselves as individuals.
- Thinking as members of a group with peers.
- Considering the impact of issues on others.

A full curriculum map showing what is covered in each year group and term is available on the [RSHE page](#) of the school website and should be viewed alongside this policy.

Integrated Whole-School Approaches

- **No Outsiders:** woven through assemblies and lessons to celebrate uniqueness and ensure everyone belongs.
- **AREP (Anti-Racism Education Programme):** developed by Nottinghamshire County Council, using age-appropriate resources to help pupils understand similarities, differences, and challenge discrimination and bias.
- **Zones of Regulation:** used to support pupils in developing emotional awareness and strategies for self-regulation.
- **Healthy relationships toolkit:** A structured programme of resources used to support pupils in understanding what healthy relationships look like, developing the language to identify and describe their feelings, and building the confidence to recognise and respond to unhealthy or unsafe situations.

External Providers and Summer Term Sessions

In addition to class-based delivery, a specialist RSE Consultant from Nottinghamshire County Council delivers extra Relationships and Sex Education (RSE) sessions in the Summer Term for Key Stage 2. These workshops cover puberty, healthy relationships, and — specifically for Years 5 and 6 — human reproduction. The RSE Consultant is briefed on this policy, our safeguarding procedures, and our approach to answering pupil questions before delivering any session.

4. Roles and Responsibilities

- **RSHE Leads:** Samantha Taylor/Chloe Mann – co-ordinating and monitoring the curriculum and co-ordinates staff training, managing policy reviews,
- **Headteacher:** Mrs Abi Quant-Epps has overall responsibility for the day-to-day implementation of this policy, including liaison with parents regarding withdrawal requests.
- **Governing Body:** Approving the policy and ensuring that the curriculum is aligned with statutory guidance.
- **Staff:** All staff receive training to ensure safe and effective delivery and are prepared to handle any safeguarding disclosures. This training specifically covers establishing ground rules, using distancing techniques, handling sensitive questions, and managing safeguarding disclosures

5. Safe and Effective Practice

To create a safe learning environment, teachers establish ground rules and use distancing techniques (such as stories or scenarios). These are used to depersonalize the learning, allowing pupils to discuss sensitive issues objectively without feeling pressured to share personal experiences. Worry monsters are available in all classrooms to allow pupils to raise questions without embarrassment

Where a pupil asks a question that goes beyond the content the school has chosen to teach, staff will not answer it in a whole-class setting. Staff will acknowledge the question sensitively before returning to it through an appropriate channel.

If a question relates to sex education topics from which a child has been withdrawn, the teacher will not answer this in the classroom. Instead, they will sensitively suggest the pupil speaks to their parents or a trusted adult at home, ensuring the child feels supported while respecting parental rights

6. Accessibility and Meeting the Needs of Pupils with SEND

We are committed to ensuring RSHE is accessible to all pupils, including those with special educational needs and disabilities (SEND). We do this by:

- adapting resources, vocabulary and pace of delivery to match pupils' individual needs, in line with their SEND profiles and, where relevant, statutory SEND plans;
- using visual supports, social stories and additional pre- or post-teaching for pupils who need it;
- offering small-group or 1:1 delivery where a pupil's needs mean whole-class teaching is not appropriate;
- working with parents/carers and, where involved, external professionals, to plan RSHE provision for pupils with more complex needs.

7. Openness and Parental Engagement

We are committed to a partnership with parents and carers.

Access to this Policy

This policy is published on our school website and copies are available free of charge, on request, from the school office.

Consultation

This policy is shared annually in September, followed by a two-week consultation period for feedback. Parents and carers are warmly invited to ask questions and provide feedback during this time, and all responses will be carefully considered. However, it is important to note that consultation does not grant a parental right to veto curriculum content. As a state-funded school, Abbey Gates Primary School is legally required to teach the National Curriculum, and this statutory obligation remains in place regardless of the outcome of any consultation process.

Viewing Materials

Parents can view specific teaching materials by contacting the RSHE Lead via the school website. Parents are notified in advance of the sessions delivered by our external RSE Consultant. Where materials created by external providers are shared with parents, these remain the copyright of the provider and must not be copied or redistributed further.

8. Right to Withdraw from Sex Education

Withdrawal requests for non-statutory sex education must be made in writing to the Headteacher.

Before confirming arrangements, a member of SLT will discuss the request with parents, to ensure they are clear about the content and purpose of the sessions and to offer support in talking to their child about these topics. The outcome will be confirmed in writing.

Where a child is withdrawn, they will receive purposeful alternative education, such as an alternative RSHE activity, for the duration of the session(s) they miss.

9. Safeguarding

All staff follow the school's Safeguarding and Child Protection procedures, which are informed by statutory guidance including Keeping Children Safe in Education and Working Together to Safeguard Children, and consult the DSL immediately regarding any disclosures. Visitors and external providers are briefed on these protocols before working with pupils.

10. Equality and Inclusion

Our curriculum is inclusive of religious and cultural views, the experiences of LGBT pupils, and the needs of pupils with SEND. Teaching related to protected characteristics is delivered respectfully in line with statutory guidance and our “No Outsiders” approach.

11. Monitoring, Evaluation and Policy Development

The RSHE programme is monitored through book looks, learning walks, and pupil voice. Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils. This includes the contribution and impact of visitors and external providers to ensure they align with our school values and learning outcomes

12. Policy Review

This policy will be reviewed every 12 months, or sooner if there are changes to statutory guidance, to ensure it continues to meet the needs of our pupils, staff and parents and remains in line with current Department for Education advice.

Next review date: Autumn Term 2027